Tales~ Heroes, Deeds, and Wonders ELA 6

***Unit Overview:***

***Outcomes:***

**CR6.1: View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing Up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).**

**CR6.2: Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.**

**CR6.6: Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.**

**CC6.1: Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).**

**CC6.4: Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.**

**CC6.7: Write to describe a place; to narrate an incident from own experience in a multi-paragraph composition and in a friendly letter; to explain and inform in multi-step directions and a short report explaining a problem and providing a solution; and, to persuade to support a viewpoint or stand.**

**CC6.8:**

**CC6.9: Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson/ Classes** | **Outcomes/ I Can’s** | **Learning Activity** | **Resources** | **DI/ EFL/ FNMI** |
| Lesson 1: Messages of Myths  2 classes | CR6.1:  CR6.2 | “ Messages of Myth:’  Using text features,  Completing matrix of mystical creatures  Add to the definition of a myth | Messages of Myth  Hand-out  Formative assessment |  |
| Lesson 2: Helpers of Humanity  4 classes | CR6.1:  CR6.2:  CC6.4: | Before: Scan pictures from Helpers of Humanity and write captions of what you think the pictures is about. Turn and Talk  During: divide into groups and have each group complete matrix on their part of the article. Each group shares their findings with the rest of the class  After: Write a TANKA poem based on a community helper related to their community | Helpers of Humanity  Hand-out  Assessment tool: Summative Representing Rubric | Reread myths  Read myths from other countries and cultures  Perform a dramatic reading |
| Lesson 3: The Lore of the Unicorn | CR6.1:  CR6.2:  CC6.9: | Before: Questions  During: Questions  After: Inquiry project | The Lore of the Unicorn  Hand-out  Inquiry Assignment, Assessment ( summative) |  |
| Lesson 4: The People Who Could Fly | CR6.1:  CR6.2:  CC6.4: | Before: Questions  During: stop and discuss  After: Idioms: Create their own idiom and post in the classroom. | The People Who Could Fly  Hand-out  Summative Assessment | Provide an example  Provide lists of idioms  Write out a short skit involving literal meanings of idioms. |
| Lesson 5: Gawain and the Lady Ragnell | CR6.1:  CC6.7:  AR6.2 | Before:  During: Read and make personal connections to the story  After: Write a personal response | Gawain and the Lady Ragnell  Hand-out  Summative Writing Rubric  Self-Assessment of writing | Co-create criteria for writing assignment  Provide an exemplar and/or template for writing the draft. |
| Lesson 6: The Legend of Vinland ( nonfiction) | CR6.1: | BDA: teaching nonfiction |  |  |
| Lesson 7: Gilgamesh  Joell | CR6.1 |  |  |  |
| Lesson 8: Savitri & Satyvan | CR6.1  CR6.2: | BDA summative assessment  Choosing BDA strategies that work with students | BDA posters  Summative Assessment |  |
|  |  |  |  |  |
|  |  |  |  |  |